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ABSTRACT

This publication offers orientation materials for new cooperating teachers at Millersville University, Pennsylvania. The materials consist of nine stations with questions that can be used in a workshop format to generate discussion or which can be answered in writing by a teacher who is working through these materials in a home-study program. Side A of each sheet describes the station activity. Side B provides response topics for the teacher completing this orientation program at home as a correspondence course. The stations focus on: (1) assisting versus assessing student teachers; (2) characteristics needed to be a role model; (3) creating essential credentials; (4) articulating second-nature, unconscious teaching behaviors to another person; (5) effective conferences with student teachers; (6) ineffective conferences; (7) getting the student teacher inducted, informed, involved, and inspired; (8) letting go when the student teacher is ready to take over; and (9) classifying an instructional conference between a cooperating teacher and a student teacher in terms of instructional conference goals and lesson plan components. (SM)

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SP

ED 440 929

# THE MANY ROLES OF

# THE COOPERATING TEACHER

## AN ORIENTATION PROGRAM

## FOR NEW COOPERATING TEACHERS

Millersville University
Millersville, PA 17551

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**Revised, Summer 1997**
**Edited by Dr. Richard Frerichs**

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A Word or Two (or Two Thousand)
from the author
of

## *"The Many Roles of the Cooperating Teacher"*
## MU's Orientation Program for New Cooperating Teachers

Many cooperating teachers perceive student teaching as a testing situation rather than a learning experience for the student teacher. While assessment in various forms is an important on-going responsibility for the cooperating teacher, please keep in mind that it is but one of more than 40 responsibilities of the cooperating teacher listed in the handbook: A Guide to Student Teaching. In meeting these responsibilities, the cooperating teacher functions variously as *role model, mentor, counselor, guide, sponsor, teacher, friend, defender, confidant, and evaluator.*

In my twenty-plus years of teaching life science at Ephrata Middle School, I have experienced this array of roles more than a dozen times either as a cooperating teacher or as an induction mentor. I have tried to apply what I have learned about these roles in writing the cooperating teacher orientation materials for Millersville University. These materials consist of 9 "stations" with questions that can be used in a workshop format to generate discussion, or which can be answered in writing by a teacher who is working through these materials in a home-study program. Side A of each sheet describes the station activity while side B provides response topics for the teacher completing this orientation program at home as a "correspondence course."

The content of the stations ranges from analyzing conferencing skills, to evaluating yourself as a role model; from familiarizing yourself with Millersville University's A Guide to Student Teaching, to practicing how to articulate second-nature, unconscious teaching behaviors to another person.

The activity sheets are numbered in response to popular demand by the teachers who piloted the home-study course. The numeral "1," however, does not imply that this activity should be done first. The activities may be done in any order.

The responses will be read by personnel in the Student Teaching office at Millersville University or by the MU student teaching supervisor assigned to your school. These people are not grading you in any way. They will read your responses, try to answer your questions, and hopefully, ease any fears you have about taking on the many roles of the cooperating teacher.

This orientation program in both its workshop format and its home study format exists because in May of 1993, Dr. Dennis Denenberg, Coordinator of Field Experiences at Millersville University at that time, called me at school and asked me if I happened to need any graduate credits. I thought it was an odd question, but I replied that I already had 70-some graduate credits beyond a master's degree and so, no, I really didn't NEED any more credits. Well, he made a sound of discouraged disappointment and I asked him why he wanted to know. He told me that he was looking for someone to develop an orientation workshop for new cooperating teachers and to write a sort of self-study program for new co-ops who could not attend an all day workshop. He also explained that he had no money to pay someone to write these materials so he was thinking that he could maybe offer graduate credits in lieu of pay to someone who needed credits and was interested in doing this work as the requirements of an independent study. When he came to the end of this explanation, I said "I'll do it." Well, Dr. Denenberg was so astonished and so overjoyed at my offer that he never really asked me why I was willing to do this.

Let me tell you why I was willing to do this. I student taught 20-plus years ago in the spring of 1974. I was originally assigned to two different schools or special programs and ended up in three different student teaching situations. I have the unofficial distinction of having been one of Millersville University's all-time worst student teachers in two out of the three placements, during the same semester in which I was described by a principal in one out of the three placements as the "most ambitious, most talented, hardest-working student teacher he has ever observed." Now then, which of these assessments of my student teaching is accurate-was I a horrible failure or was I terrific? Both are accurate. I performed very poorly in the first and third placements and I excelled in the second one.

So, what could cause such an inconsistent, roller coaster performance? Am I some kind of manic-depressive? Could it have been weird environmental allergies? Was I temporarily inhabited by an alien life-form? Well, there were a number of factors, but the most crucial one was the differences among the co-ops and supervisors who "worked with" me, if I may use the term "worked with" loosely. I encountered during my student teaching experience the best and the worst in the teaching profession. I also encountered the best and the worst in college supervisors. By far, the more important of those two , however, was the quality of the cooperating teacher. A much-quoted 1977 study from the University of Southern Illinois indicated that other than their parents, cooperating teachers have more influence on student teachers than any other persons in their lives. Other studies show that student teachers acquire many of the teaching behaviors of the cooperating teacher. When you think about the magnitude of your role as a role model for this person, it can be very scary. Anyway, I am a successful teacher today because of one co-op. Had it not been for his influence, I'd have quit student teaching without a qualm in the certain knowledge that this profession was not for me. Two co-ops nearly destroyed me; one helped to make me a teacher.

Since I know from experience the critical importance of the cooperating teacher's role, I wanted to contribute in any way I could to helping to prepare teachers for this crucial role. But, while my background convinces me of the importance of this task, it did not

necessarily prepare me to carry it out. The materials I wrote for an all-day workshop and/or for a home-study program are a distillation of a lot of materials. I read a half a dozen books on mentoring, viewed hours of videotapes on teacher training, and read a three inch stack of articles and materials from previous Millersville workshops. In all these materials I repeatedly encountered the following 6 concepts:

1. The cooperating teacher needs to be an excellent classroom teacher. Face it, to a certain extent, the co-op is going to be copied, so the co-op had better be good.

2. Not every excellent teacher, however, can function as a good co-op. Being a good classroom teacher is not enough; co-ops have to be skilled at coaching and working with adult learners.

3. Co-ops need skill in analyzing and communicating second-nature teaching behaviors to another person. This means you have to think about and explain how to do things and why you do things that you normally do without needing to think about them.

4. Co-ops need advising and conferencing skills.

5. Co-ops need empathy as listeners.

Point Number 6. The preceding skills are extremely difficult to teach and extremely difficult to learn. The cooperating teacher functions variously as a role model, mentor, counselor, guide, sponsor, teacher, friend, defender, confidant, and evaluator. Your role cannot be defined for you in advance. You need to be able to develop your role considering the individual needs of your student teacher. In fact, one of the authors of one of those books I read said that "trying to teach a co-op how to be a good co-op is like trying to nail Jello to a tree." These materials will not teach you how to nail Jello to a tree; they will not train anyone to be an effective cooperating teacher. I don't think that can be done. It is my hope, though, that working through these materials will help teachers to think about the many roles of a cooperating teacher, and help them focus and apply the skills they hopefully already have.

If learning these skills is so daunting a task, and if you are challenged daily by having to redefine your role while you have a student teacher, why would anyone want to take on such a difficult job? Well, I can give you at least eight answers to that question.

1. The presence of a student teacher in the classroom is stimulating to both pupils and teacher. Teaching is a very lonely activity. No one, not even another teacher, really understands how and what you do because it's one of those things where "you really had to be there." Well, a student teacher IS there and it is so stimulating to be able to analyze something that happened in the classroom with another person without having to first tell what happened.

2. The presence of a student teacher requires the cooperating teacher to critically examine his own objectives and teaching strategies, which is a real stimulus for the professional growth of the co-op.

3. The student teacher is sometimes a valuable source of ideas about instructional techniques and materials.

4. Until the student teacher assumes the responsibility for most of the instruction, there are two teachers in the classroom, enabling them to work as a team to plan and conduct activities that could not be done as easily by one teacher alone.

5. While the student teacher conducts class, the cooperating teacher is able to observe the students from a different perspective, perhaps gaining valuable insight into their interests and learning problems.

6. While the student teacher conducts classes, the cooperating teacher may work with individuals and small groups who need more attention than can normally be given to them.

7. As the student teacher assumes more responsibility, the cooperating teacher is freed to consult administrators and colleagues, to accumulate instructional materials, and to plan instruction for the future.

8. Occasionally, a pupil will relate much better to one adult than to another. The presence of a student teacher gives this student an additional opportunity to form a meaningful relationship with an adult.

I have just summed up for you eight answers to the question of why you want to be a co-op, so the next question you need to deal with is how to be a co-op. I hope these activities help. Best wishes in your attempt to nail some Jello to a tree.

Connie Kirby

## The Many Roles of

## The Cooperating Teacher


| | | |
|---|---|---|
| Station #1 | Assisting vs. Assessing | pages 1A - 1B |
| Station #2 | News Flash | pages 2A - 2B |
| Station #3 | Creating Essential Credentials | pages 3A - 3B |
| Station #4 | The Wonder Weeks | pages 4A - 4B |
| Station #5 | The Effective Conference | pages 5A - 5B |
| Station #6 | The Ineffective Conference | pages 6A - 6B |
| Station #7 | Inducted, Informed, Involved and Inspired | pages 7A - 7B |
| Station #8 | Letting Go? How to Know... | pages 8A - 8B |
| Station #9 | The Best Laid Plans | pages 9A - 9B |

# *Assisting vs. Assessing*

Student teaching is perceived by many cooperating teachers as a testing situation rather than a learning experience for the student teacher. It is not unheard of, early in a semester, for co-ops to announce in the faculty lounge whether they have a "good one" or a "bad one". This testing mind-set may be based upon and bolstered by the fact that the only responsibility the co-op must meet in a formal way (i.e. typed and turned into the university ) is that of preparing a final evaluation for the student teacher. To be sure, collecting the data to prepare this document is an extremely important task and new co-ops often have many questions and concerns about this written evidence of their role. Furthermore, assessment is going on all of the time for the same reasons that a teacher uses a pre-test or some other method to assess prior knowledge in his/her students. A co-op needs to know where to begin with the student teacher. Please keep in mind, though, that completing this evaluation document is but one of more than 40 Responsibilities of the Cooperating Teacher listed on pages 6 and 7 of the handbook: A Guide for Student Teaching. In meeting these responsibilities, the cooperating teacher functions variously as a role model, mentor, counselor, guide, sponsor, teacher, friend, defender, confidant, and evaluator.

OBJECTIVES: The following activity is designed to help you become more familiar with the 40+ responsibilities of the Millersville University cooperating teacher and to encourage you to approach these responsibilities in various roles other than that of an evaluator.

OK, Here's the scenario:

You know that your failure to assist your student teacher in any area may translate into a failure for your student teacher when he or she is assessed, so it is of critical importance that you be prepared to meet all of your responsibilities as a cooperating teacher to the fullest extent possible.

(OK, OK, OK, in REAL LIFE, we know that no matter how much assisting you do in some areas, some student teachers will not "get it." A student teacher may be unable or unwilling to apply your help and advice, and his/her success or failure in an area is beyond your control. We all know this, but, please, for the sake of the objectives above, play along with us here!)

Where were we? Oh yeah....Next to each of the 40+. Responsibilities of the Cooperating Teacher listed on pages 6 and 7 of the handbook: A Guide for Student Teaching, please mark one of the following symbols:

"E"

This responsibility will be easy for me to meet. Since I can easily assist in this area, my student teacher will be successful when assessed.

*"C"*

This responsibility is more challenging for me to accomplish. Since it's difficult for me to assist, my student teacher may have to sink or swim on his own when assessed.

*"I"*

This responsibility is impossible for me to meet due to circumstances beyond my control and my student teacher will definitely have to sink or swim on his own.

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

## *Assisting vs. Assessing*

After completing the activity described on the other side of the page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "Assisting" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

1. What are some of the responsibilities of the cooperating teacher that you will find easy to carry out and why?

and/or

2. What are some of the responsibilities of the cooperating teacher that you will find challenging to carry out and why?

and/or

3. What are some of the responsibilities of the cooperating teacher that are impossible for you to carry out and why?

and/or

4. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

and/or

5. Pick one or more of the responsibilities of a cooperating teacher and discuss how an "assisting-minded" cooperating teacher would approach the responsibility differently than would an "assessing-minded" cooperating teacher.

# *NEWS FLASH !*

## ***Jurassic Park geneticists achieve amazing new breakthrough!!!***

This time, they've perfected a technique for cloning teachers! Yes, you and your next student teacher will have A LOT in common! We are talking eyes, nose, hair color, attached ear lobes, and the ability to roll your tongue in a U-shape! Plus, those amazing scientists have taken this process one step further! Not only will the student teacher be an exact physical copy of his co-op, he will also have all of the teaching behaviors, attitudes, and personality traits of his co-op!

OBJECTIVES:
To recognize that you are a role model for your student teacher who will copy many of your teaching behaviors.
To become familiar with the professional behaviors you will assess for the final evaluation document.

OK, here's the scenario: If you thought being a role model was scary, then being the ULTIMATE ROLE MODEL could turn out to be a nightmare!!!! Your next student teacher is going to be almost exactly like you! Did we say "almost?" Well, you see, the scientists are having a few problems with gaps in the genetic sequences and they are filling them in with frog DNA. They insist that other than a tendency on the part of your student teacher to eat flies, there are no more than one or two dozen other problems. Anyway, here's the bottom line: there are certain traits you have that you want to make sure your student teacher acquires and, well, there may be a couple of traits where he'll be better off taking his chances with frog genes. You can specify which traits you think are the ones you would hope any student teacher would acquire from you, either through modeling or this new process. For each letter on pages 19-22 in A Guide for Student Teaching put an "S" for "strength" in front of each item where you want scientists to make sure the clone is true to the original. Place an "N" for "not so strength" in front of items where you hope they'll throw in some DNA from other teachers.

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

***News Flash***

After completing the activity described on the other side of the page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "News Flash" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA, 17551-0302.

1. What are some of the strengths you have as a professional educator that you hope your student teacher will acquire, at least to some extent, from working with you?

and/or

2. What are some of your "not-so-strengths" and what is your plan for preventing your student teacher from using you as a role model in those areas? Can you, for example, find another role model for your student teacher among your colleagues for certain skills and traits?

and/or

3. Did you learn anything new about yourself as a result of doing this activity?

and/or

4. How might you use this activity as a springboard for conferencing with your student teacher?

and/or

5. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

# *Creating Essential Credentials!*

OK, here's the scenario: you've been an "assisting" vs. an "assessing" cooperating teacher for your student teacher throughout his assignment to you, but the end is drawing near and it's time to concentrate on assessing, because you must now write the formal, final, typed evaluation that will become part of the student teacher's permanent file: AAAARRRGHHHH! ! !

You begin to perspire mildly when you learn that you have to assign whole numbers (see page 17 in A Guide for Student Teaching) to each of the lettered subheadings under each major category on the final evaluation form, but you only start sweating buckets when you read the requirement that "comments which clarify the student teacher's numerical ratings must accompany each major category". YIKES! This part of the task is disturbingly similar to having to compose a letter of recommendation for someone, and if you were to assess your own skills in this endeavor, you fear you would probably rate a 1, i.e., "has serious deficiencies in this area".

Let us remind you that this typed evaluation is a very important document for your student teacher's future! Potential employers will pay more attention to this than to virtually any other document in your student teacher's credential file. ("Thanks," you are thinking, "I really needed that additional pressure".)

**DON'T PANIC!**

The experienced cooperating teachers who wrote the handy booklet, A Guide for Student Teaching, anticipated this challenge and created no fewer than 17 and as many as 38 beautifully written phrases that you can mix and match to create paragraphs that make you sound like a professional writer of recommendation letters. (Uh, just to be on the safe side, DO have a colleague proofread in case your mixing and matching gets a little too mixed.)

Seriously, many of the noticeably well-written evaluations that pass through the Field Experiences Office are a composite of phrases taken directly from pages 19-22 of A Guide for Student Teaching interspersed with specific examples of how that student teacher "provided for mainstreamed students," or "used a variety of resources," or "responded to student needs and interests".

**ACTIVITY**

Turn to pages 19-22 of A Guide for Student Teaching. Read those well-written (just begging to be plagiarized) phrases and place between 4 and 11 check marks per page next to the phrases you think have the most potential for use in future comments to be composed by you.

**OR**

Write a paragraph describing yourself in one of these four areas: PROFESSIONALISM, PREPARATION, TEACHING TECHNIQUES, or PUPIL REACTION and use at least three of the phrases from that page (19, 20, 21, or 22) in your description. Give a specific example from your teaching to illustrate each of the phrases.

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

# *Creating Essential Credentials*

After completing the activities described on the other side of this page, please respond in writing to one or more of the questions below. Identify your paragraph as a response to "Credentials" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302.

1. For which category (PROFESSIONALISM, PREPARATION, TEACHING TECHNIQUES, or PUPIL REACTION) did you check off the most phrases that have "potential"?

and/or

2. Did you learn anything new about yourself as a result of doing this activity?

and/or

3. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

# *The Wonder Weeks*

Read this:

"I felt like the narrator on The Wonder Years. I found myself articulating virtually every educational thought. I told her why I hung the masking tape on the pegboard but not the scissors; why I used the overhead projector instead of the marker board; why I introduced the lessons this way or that way; how I had done it differently last year; how the teacher next door does it; what new approach I'd like to try as soon as I had some time to think it through; why I had the kids line up in that order; why I ignored the announcement about the music schedule.....Observations are fine, but unless she knows why I do what I do, she's likely to copy it without thinking about it. Sometimes what she sees is not my best; it's only the best I can do under circumstances that need to be explained."

Read this:

"One of the most challenging tasks of the cooperating teacher is that he must now articulate second-nature, unconscious teaching behaviors to another person."

Express the main idea of the above statements in your own words:

.....

To get a feel for the kinds of conversations you never have with anyone else but which you'll probably have frequently with your student teacher, choose one of the topics below and explain to the other members of your group how you deal with that aspect of teaching, why it's important, and why you "do it that way."

Homework Policy

Grouping of Students

Discipline Philosophy

Student Motivation

Grading Philosophy

Arrangement of Furniture, Equipment, Materials

## The Many Roles of the Cooperating Teacher

### Home Study Activity

### *The Wonder Weeks*

After completing the first activity described on the other side of this page, and after reading the directions of the second activity, please complete the second activity by:

1. expounding in writing upon the topic you choose.

2. having a conversation between you and another person (family member, colleague) in which you describe your approach to that aspect of teaching.

After completing the activities described above and on the other side of this page, please respond in writing to one or more of the following questions. Identify your paragraphs as a response to "Wonder Weeks" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

1. Send us a "transcript" of your conversation.

and/or

2. Which topic did you choose to "expound upon" and what insights did you gain about the quantity and quality of the knowledge you have that can be passed on?

and/or

3. How difficult or easy was it for you to complete this activity? That is, how difficult or easy was it for you to think about and articulate things you normally do without having to think about them?

# *Six Principles for Conferencing Success*
# *(The Effective Conference)*

Read the information in each of the blocks below. Each block describes one of the six principles for conference success developed by the Office of Professional Education Services, The Teachers College, Emporia State University, Emporia, KS 66801

Watch the videotape of a conference between a cooperating teacher and a student teacher who is not making sufficient progress. As you watch,

(1) make check marks in the appropriate block each time you hear a statement (or, perhaps, if you note body language) that illustrates that this principle is being applied

**AND/OR**

(2) jot down quotes or other examples/evidence that illustrate that the principle is being applied.

.....

1. Establish and maintain a positive tone.

(This should indicate a posture of assistance and mutual support and respect.)

.....

2. Control the conference and direct its outcome.

(It is important for the cooperating teacher to "stick to your guns" and not waiver from your goal of effecting change.)

.....

3. Focus on key issues.

(Limit the number of issues to one or two key issues, write down the issues to be focused on, and bring them along to the conference.)

.....

4. Try to include 3-4 positive comments for each weakness discussed.

(NOTE: ALL feedback, positive or negative, should be supported by specific examples from the lesson.)

.....

5. Develop a plan of action until the next conference.

(Come prepared with a plan but try to further develop it with input from the student teacher so that he/she has a sense of ownership in the plan.)

.....

6. Summarize the conference.

(Summarize the strengths and weaknesses of the student teacher and summarize the plan of action. End with a mutual understanding of the next step.)

.....

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

# *Six Principles for Conferencing Success (the Effective Conference)*

After completing the activity described on the other side of the page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "Effective" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302.

1. Although this was identified as an effective conference, do you feel that the cooperating teacher could have done a better job of applying any of the six principles?

and/or

2. Which principles for conferencing success did this cooperating teacher apply most effectively?

and/or

3. How might you use this activity as a springboard for conferencing with your student teacher?

and/or

4. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

5B

# *Six Principles for Conferencing Success*
# *(The Ineffective Conference)*

Read the information in each of the blocks below. Each block describes one of the six principles for conferencing success developed by the Office of Professional Education Services, The Teachers College, Emporia State University, Emporia, KS 66801

Watch the videotape of a conference between a cooperating teacher and a student teacher who is not making sufficient progress. As you watch,

(1) make check marks in the appropriate block each time you hear a statement (or, perhaps, if you note body language) that illustrates that this principle is being applied
**AND/OR**
(2) jot down quotes or other examples/evidence that illustrate that the principle is being applied.

.....

1. Establish and maintain a positive tone.
(This should indicate a posture of assistance and mutual support and respect.)

.....

2. Control the conference and direct its outcome.
(It is important for the cooperating teacher to "stick to your guns" and not waiver from your goal of effecting change.)

.....

3. Focus on key issues
(Limit the number of issues to one or two key issues, write down the issues to be focused on, and bring them along to the conference.)

.....

4. Try to include 3-4 positive comments for each weakness discussed
(NOTE: ALL feedback, positive or negative, should be supported by specific examples from the lesson.)

.....

5. Develop a plan of action until the next conference.
(Come prepared with a plan but try to further develop it with input from the student teacher so that he/she has a sense of ownership in the plan.)

.....

6. Summarize the conference.
(Summarize the strengths and weaknesses of the student teacher and summarize the plan of action. End with a mutual understanding of the next step.)

.....

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

# *Six Principles for Conferencing Success*
# *(the Ineffective Conference)*

After completing the activity described on the other side of the page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "Ineffective" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302.

1. Although this was identified as an ineffective conference, the cooperating teacher did attempt to apply some of the principles for conferencing success. In which of these areas do you think that she did the best job?

and/or

2. In which area (s) was this cooperating teacher least effective in applying the principles for conferencing success?

and/or

3. How might you use this activity as a springboard for conferencing with your student teacher?

and/or

4. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

**Inducted**
**Informed**
# Involved
and
# Inspired

Think back to your first day in junior high school. Every teacher went over rules and handed out textbooks...except for one. He led you step by step through folding a piece of paper until you ended up with an origami puffer fish. That's what you talked about when you got home that day (well, that and the kid who threw up on the bus.)

While observations, introductions, and policy manuals are quite important, try to remember that the field experience is supposed to be an EXPERIENCE. Think of ways to INVOLVE your student teacher in teaching activities from DAY ONE. (No, we don't mean hand the student teacher a piece of chalk and disappear.) Perhaps he/she can hand out papers, circulate among students doing seat work, hold up objects during a demonstration, interact with students by recording book numbers....well, you get the idea....we hope.

Think about your classroom activities and lessons for the first five days of school ( or the first five days of the student teaching semester.) Fill in the chart below with ideas of easy ways to INVOLVE your student teacher with the kids and the classroom.

| DAY | Tasks the student teacher can perform to get involved right away! |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

# *I, I, I, & I*

After completing the activity described on the other side of the page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "I, I, I, & I" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302.

1. Which, if any, of your ideas came from your own memories of being a student teacher?

and/or

2. Which, if any, of your ideas came out of conversations with colleagues who are experienced cooperating teachers?

and/or

3. Which, if any, of your ideas came out of conversations with people who recently student taught?

and/or

4. Which, if any, of your ideas are unique to the particular subject area or grade level that you teach?

and/or

5. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

# Letting Go? How To Know. . .

How do you know when to let go, i.e. how do you decide when your student teacher is ready to "take over", to assume the "full load"? This is an important (though very hard to answer) question that comes up at every workshop and in the majority of the home study responses. Supervisors and workshop leaders often respond in the following ways:

1. to refer teachers to the information on page 13, section A, in A Guide for Student Teaching which stresses the importance of making the decision on how and when to increase a student teacher's classroom responsibilities, a JOINT DECISION involving the cooperating teacher, the student teacher, and the university supervisor.

2. to point out that this decision is based on the individual needs of your student teacher and, therefore, varies tremendously.

While these responses certainly contain words of wisdom, a closer look at the range of approaches might provide a more concrete basis for decision-making.

**ACTIVITY**

Most scenarios fit into one of the following models. Please read each one and then fill in the blanks with the following symbols:

M - the model my co-op used with me.
W - the model I wish my co-op had used with me.
E - the most effective approach, in my opinion.
X - the worst method, in my opinion.
C - the approach I see most commonly used.
L - the model I am least familiar with.
F - the most flexible approach
V - (for veteran co-ops) the model I have used most often in the past.
H - the approach I hope to use with my next student teacher (depending on his/her needs).

_____ The co-op hands the student teacher a piece of chalk on the first day and says, "I'll see ya at the end of the semester".

_____ The student teacher begins with one subject (elementary) or one prep (secondary) and gradually picks up classes, obtaining the full load at about the mid-point. The student teacher may then begin to return the classes, often in reverse order.

_____ The student teacher gradually picks up subjects or classes, obtaining the full load about two-thirds or three-fourths of the way into the student teaching assignment.

_____ The student teacher and the cooperating teacher work together as a team by planning together, then alternating or sharing classes. At some point, the student teacher has the experience of being in charge of the planning and teaching of all of the subjects, sections, or courses for at least a two-week period.

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

# Letting Go? How to Know. . .

After completing the activities described on the other side of this page, please respond in writing to one or more of the questions below. Identify your paragraph as a response to "Letting Go? How to Know...." and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

1. Describe a scenario (real or imaginary) which could have prompted the "Important Addendum to Student Teaching Handbook".

and/or

2. What were the pros and cons of your own co-op's approach to turning over the full teaching load to you?

and/or

3. How might you use this activity as a springboard for conferencing with your student teacher?

and/or

4. What other approaches/models/advice might you suggest to a co-op who is wrestling with the decision of when to "let go"?

and/or

5. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?

# *The Best Laid Plans...*

**Objectives:**
To classify an instructional conference between a co-op and a student teacher in terms of (1) instructional conference goals and (2) lesson plan components.

NOTE:
Each of the objectives has several components, so it might be easier to play the short video clip twice, rather than attempting to identify all of the components of both objectives in one viewing.

Directions:
1. Read this:
Formative instructional conferences have four primary goals: clarification, reinforcement, brainstorming, and remediation. The goal of reinforcement is to strengthen desirable behaviors or attitudes by confirming their worth or effectiveness. e.g. *"You did a good job of involving every student in today's lesson!"* Clarification allows the supervisor to explore the reasons decisions have been made and assists the student teacher and cooperating teacher in analyzing the effectiveness of decisions. e.g. *"What methods will you use to find out if the students understood what you taught in this lesson?"* Brainstorming allows the student teacher and cooperating teacher to generate their own possible solutions to current problems or concerns that may develop in the future. e.g. *"How else might you relate this lesson to real life concerns?"* Remediation is used to deal with unacceptable behaviors or attitudes and should be used only when other conferencing techniques are inappropriate due to the seriousness of the problem. e.g. *"Leaving students unsupervised is dangerous. Always find someone to cover your class if an emergency calls you away."* •

2. View the videotape at this station and make check marks in the appropriate blocks below and/or jot down quotes that illustrate that this particular instructional conference goal is present in this conference.

Reinforcement _____
Clarification _____
Brainstorming _____
Remediation _____

3. On page 15 of A Guide for Student Teaching read the list of essential components for an instructional plan. (bottom of column one)

4. View the videotape clip again and make check marks in the appropriate blocks below and/or jot down quotes that illustrate (or, at least, imply) that this particular component is present in this student teacher's lesson plan.

_____
title
_____
goals
_____
objectives
_____
content
_____
activities
_____
resources
_____
evaluation

• Goals defined by the Office of Professional Education Services, The Teacher's College, Emporia State University, Emporia, KS 66801

**The Many Roles**
**of the Cooperating Teacher**

**Home Study Activity**

## *The Best Laid Plans. . .*

After completing the activities described on the other side of this page, please respond in writing in a paragraph or two to one or more of the following questions. Identify your paragraph as a response to "Best Laid Plans" and send it to Millersville University at this address:

Student Teaching Office - Co-op Training
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

1. Which of the four primary conference goals were most easily identifiable in this video? Which were not present?

and/or

2. Which lesson plan components were most easily identifiable in this video? Were there any that were not present?

and/or

3. How might you use this activity as a springboard for conferencing with your student teacher?

and/or

4. What "burning questions" about being a co-op have been raised in your mind as a result of having done this activity?